

ACADEMIC PERFORMANCE OF STUDENTS RECEIVING FINANCIAL AID
FOLLOWING IMPLEMENTATION OF SATISFACTORY ACADEMIC
PROGRESS STANDARDS FROM 1983 TO 1985

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BY
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ABSTRACT

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ACADEMIC PERFORMANCE OF STUDENTS RECEIVING FINANCIAL AID FOLLOWING IMPLEMENTATION OF SATISFACTORY ACADEMIC PROGRESS STANDARDS FROM 1983 TO 1985

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The central focus of this dissertation is an evaluation of the academic performance of financial aid recipients at Southern Technical Institute from September 1983 to June 1985, after the "satisfactory academic progress" policy was imposed as a condition to receiving further financial aid. The population for the study consisted of 114 students who were enrolled at Southern Technical Institute and who received financial aid during the 1983-1984 and/or 1984/85 academic years.

Two groups of students were used in this study: one group, represented all of the students, or 57 students who were suspended from receipt of further financial aid until satisfactory academic progress had been achieved. The second group, was an equal number of financial aid recipients or 57 students, systematically selected, who had maintained satisfactory academic progress for receipt of financial aid and consequently, were not suspended from the financial aid program.

The primary methods and techniques of data analysis used in this study were accomplished through use of the statistical package for the social sciences (SPSS). This included cross-tabulations, T-test and the Chi-Square Test of significance.

The analysis of the data revealed that: 1) academic performance of financial aid recipients, as measured by grade point average, is not significantly related to the variables of marital status, sex, age, admission type, dependency status, family income, financial need, high school GPA, year in school and Math SAT scores and, (2) academic performance, as measured by grade point average, of students affected by the "satisfactory academic progress" policy did not significantly improve following suspension from the financial aid program.

Based on the findings of this study, the following conclusions were drawn: 1) The students affected by the "satisfactory academic progress" policy were characterized by a lower cumulative grade point average (below 2.0) and a lower mean verbal SAT score than those students not affected by the policy and, 2) a higher representation of Black students were affected by the "satisfactory academic progress" policy.

It was concluded that the receipt of financial aid does not significantly influence academic performance as measured by grade point average. Rather, academic performance, as measured by grade point average, is influenced by a combination of environmental factors.

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Dedicated To My Parents
K. Emory McNair and Marcella McNair

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CHAPTER I

INTRODUCTION

This study evaluates the academic performance of financial aid recipients at Southern Technical Institute after "satisfactory academic progress standards" were imposed by federal regulations as a condition for further financial aid eligibility.¹

Southern Technical Institute is a suburban coeducational, residential, four-year engineering technology college located in Marietta (fifteen miles northwest of Atlanta), and is a part of the University System of Georgia. The Institute offers the Bachelor of Science degree and the Associate of Science degree in nine disciplines and the Masters Degree in Technical Management. The enrollment of the current (1986) student body is approximately 3,600, of which nine percent (9%) are Black and sixteen percent (16%) are female. Students at Southern Tech rank third (3rd) among state colleges and universities in the state of Georgia on the scholastic aptitude test.

The first part of this study (Chapters I and II), presents a historical perspective of student financial assistance in higher education. Following this historical summary, the central focus of the study is an examination of the impact of the "satisfactory academic progress policy" as regulated by the federal government and as developed by Southern Technical Institute.

The findings of this study are from data collected from student records in the Office of the Registrar and Financial Aid Office at Southern Technical Institute.

Statement of the Problem

The purpose of this investigation is to determine the relationship between receipt of financial aid and academic performance. Implicit in the Student Assistance General Provisions of October 6, 1983, there is a direct relationship between academic performance and the receipt of financial aid. However, it is the belief of this investigator that there is no significant statistical relationship between academic performance and receipt of financial aid. But rather, there is a combination of environmental factors possibly including financial aid that may influence academic performance. Studies have shown, and the literature in the proceeding pages will substantiate, that if any conclusion can be derived from receipt of financial aid in relation to academic performance it is that financial aid is a positive factor in the retention of students in college.²

In accordance with the Federal Regulations requiring institutions to establish standards of satisfactory academic progress, Southern Technical Institute (STI) developed and implemented a policy of satisfactory academic progress that not only was consistent with the institutional goals and philosophies, but also, a policy that was sensitive to the needs of the students.

Beginning in fall quarter 1983, satisfactory academic progress of Southern Technical Institute students was monitored in accordance with the following policy statement:

It is the policy of Southern Technical Institute to provide financial aid awards to students who are in good academic standing and who are making satisfactory academic progress toward their degree while receiving financial aid. Satisfactory progress required to remain eligible for aid is defined according to the table below. Students not meeting this criteria are ineligible to continue receiving financial aid until such time as they again earn sufficient credit to meet the criteria. Normally, all students must enroll as full-time students (12 or more credit hours) in order to be eligible for their awards and make normal progress toward their degree. A personal conference with the Director of Financial Aid is required before an adjustment can be made for a student wishing to receive financial aid while enrolling for less than full time.

<u>Terms On Aid</u>	<u>Credits Needed To Remain Eligible And To Continue On Aid</u>	<u>Normal Progress</u>	<u>Percentage Completion</u>
1	9	14	64%
2	18	28	64%
3	27	42	64%
4	37	56	66%
5	47	70	67%
6	57	84	68%
7	69	98	70%
8	81	112	72%
9	93	126	74%
10	107	140	76%
11	121	154	79%
12	135	168	80%
13	149	182	82%
14	163	196	83%
15	177	210	84%

This study evaluated the academic performance of financial aid recipients at STI from September, 1983 to June, 1985, after the "satisfactory academic progress policy" was imposed as a condition to receive further financial aid.

Academic performance of financial aid recipients after the aid office imposed "satisfactory academic progress standards" was seen as the dependent variable.

This variable was hypothesized to be influenced by sex, family income, age, admission type, marital status, ethnic/racial background, year in school, high school G.P.A., S.A.T. scores, dependency status, and financial need.

The investigation centered on the following dimensions:

1. The methodology used in identifying students affected by the satisfactory academic progress policy

2. The characteristics distinguishing this subgroup from the general financial aid population

3. Possible misuse of Title IV federal funds by the students affected by the policy

4. Benefits of the policy for the test group

5. The future implications for the satisfactory academic progress policy.

Significance of the Study

An examination of the literature reveals that the major objective of student financial aid has been to provide sufficient financial support in combination with federal and institutional funds and parental and student contributions, so that each qualified student who demonstrates need can afford to attend or remain in college.³ This goal embraces the concept of "access," "choice," and "retention."⁴

An underlying premise of the concept of "retention" as it relates to financial aid is that mere "access" to higher education in and of itself does not warrant the enormous expenditures for students to participate in higher education. These expenditures should have some positive effects on student "retention" in addition to providing "access" and "choice".⁵ In other words, aid recipients are expected

to complete degree objectives in a reasonable period of time as established by the Institute's standards of satisfactory academic progress.

The purpose of this study was to evaluate the appropriateness of the federal regulatory policy of satisfactory academic progress by taking the case of Southern Tech's policy in its first two years of existence, from fall, 1983 to spring, 1985. The satisfactory academic progress policy impacts many areas of the Institute; therefore, it is important that institutional as well as student needs are met in the administration of the regulation. Additionally, this study allowed the writer to determine not only who would be eliminated from receipt of financial aid in a subsequent year, but also how these students' performances are likely to be harmed in a subsequent year by denial of aid. Would some of the denied students drop out, while other's academic performance decline, and still for others, maybe denial of aid would have no effect at all?

The Institute's policy of satisfactory academic progress, in accordance with federal regulations, requires recipients of federal financial aid to be subjected to a different and more demanding standard of academic performance than non-recipients of financial aid. Such a policy raises questions regarding the very purpose for which the federal financial assistance was developed. If financial aid is a means to eliminate inequality of educational opportunity, then, does such a policy in fact advocate equality of educational opportunity? or Does the policy discriminate against the very people that financial aid was designed to help? Are academically disadvantaged students, who have not had a fair chance to learn, served equitably by this

policy? or Should the standards of the Institute be modified to accommodate academically disadvantaged students? The policy requires students who have been suspended from receipt of financial aid to satisfactorily complete and finance the number of credits previously attempted but not passed; is this policy unfair to disadvantaged students who might not have access to the necessary funds? Does this requirement force the disadvantaged student to withdraw from school, thus preventing further access to higher education? Does the policy assure that the available funds are used in the best possible way?

The educational benefits of financial aid have long been recognized. Astin noted that if a student did not receive any financial aid from the college at all (grants or loans), the chances of graduating in four years were reduced by 15 to 20 percent.⁶ Through the years, education has been the means whereby many problems have been resolved. On the one hand, accountability of available funds makes for good management practices. Yet, the individual striving to rise from his/her already oppressed state should not be further oppressed as a result of failures of our society. "It simply is not fair to blame the victims for the problems of our educational system."⁷ It is our responsibility (society) to correct past wrongs; one might argue that the satisfactory academic progress regulations, to a large extent, further denies the "neediest" (academic and economic) students a fair chance to develop his/her capabilities.

In 1787, in a letter to James Madison, Jefferson said: "Above all things, I hope the education of the common people will be attended to."⁸ John Kennedy, in 1961, said: "Thousands of our young people are not educated to their maximum capacity ... (because) many received

an education diminished in quality in thousands of (school) districts ... (yet), education in this country is the right ... and the responsibility--of all."9

Definition of Terms

The following terms are operationally defined for use in the study:

Socio-Economic Status (SES) in this paper is limited to the income of the parent of the student (if dependent) or the students' income (if independent) as reported by the parent or student on the Financial Aid Form (FAF) and supported by the parent or student U.S. Income Tax Form.

Sex refers to male and female as reported by the student.

Age refers to the self-reported chronological age of the student.

Admission Type refers to regular, developmental studies or transfer.

Regular admitted students meet the Institute's entrance requirements.

Developmental Studies admitted students are those students who do not meet the Institute's entrance requirements; these students are required to improve their basic skills before they can enroll in courses that count toward graduation.

Transfer admitted students began collegiate studies at an institution of higher education other than Southern Tech.

Marital Status refers to single or married as reported by the student.

Ethnic Background refers to the race that the student feels he/she belongs. For purposes of this study, the ethnic groupings will be considered in terms of Black, White.

Year in School refers to number of credit hours earned in determining freshman, sophomore, junior or senior status.

Satisfactory academic progress (SAP) refers to the policy regulated by the federal government and as established by the Institute that regulates the criteria by which students may receive financial aid.

Receipt of Financial Aid (FA) -- the following types of need-based aid were included in the calculation of the financial aid variable: National Direct Student Loan (NDSL), Supplemental Education Opportunity Grant (SEOG), College Work-Study Program (CWSP) and Pell Grant.

S.A.T. refers to Scholastic Aptitude Test.

Dependency Status -- the student is classified as an independent student if the student 1) was not claimed by parents as a tax exemption; 2) did not receive more than \$750.00 financial support from parents; and 3) did not live with the parent for no more than six weeks (42 days) a year. If the student does not meet these criteria, the student is considered dependent.

Theoretical Framework

The purpose of this investigation is to determine the relationship between receipt of financial aid and academic performance. A direct relationship between academic performance and receipt of financial aid is implied in the Student Assistance General Provisions of October 6, 1983.

However, to assume that financial assistance to students to attend college guarantees success is equivalent to the belief that open admission to college guarantees that the student will graduate. The academic achievement of the student is influenced not only by receipt of financial aid but also by a combination of environmental factors. Studies have shown that schooling makes very little difference unless there are other favorable factors in ones' life.

Jencks, in an extensive study found that family background accounted for more than one-half of the variation in educational attainment. Further, that regardless of the measure used--occupation, income, parent education--family socio-economic status was the most powerful predictor of school performance.¹⁰

In like manner, Astin has shown that the issue of socio-economics tends to be positively related to academic ability and academic achievement.¹¹

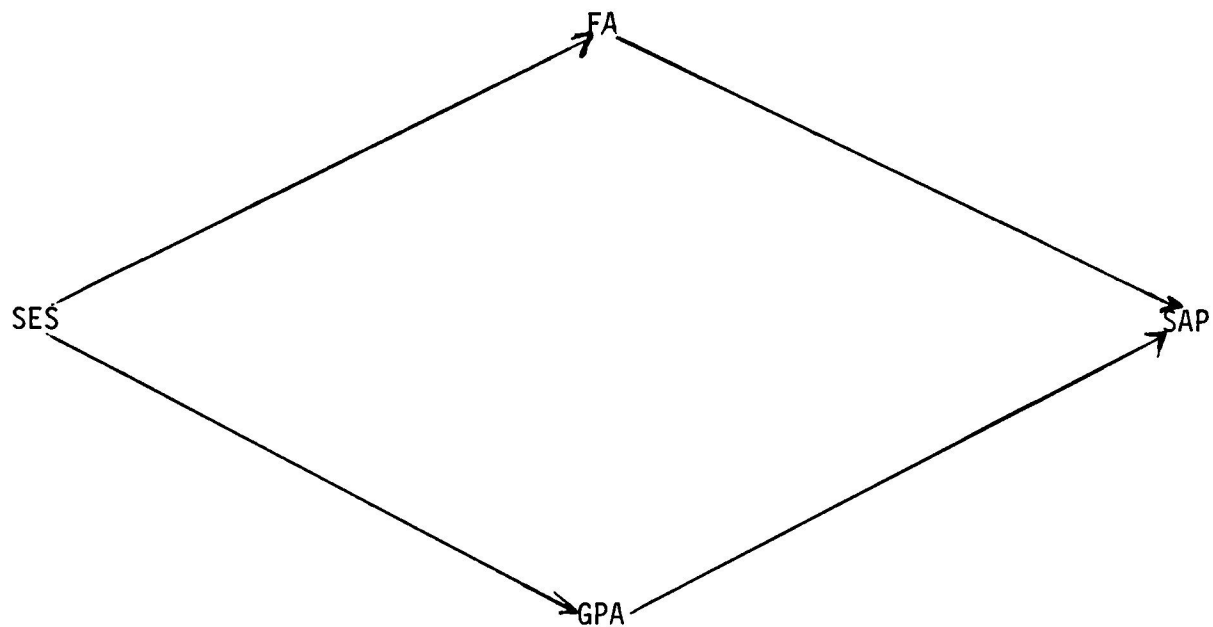
In another study, Sewell found that the differences in the level and quality of education available in the country, region or community in which one lives as well as differential access to educational facilities according to one's social class status, religion, race and ethnic origin impacted on the educational achievement of the student.¹² Sewell also found that the socio-economic status of the student was an important determinant of college graduation. It was consistently found that higher status students complete college at a greater rate than lower status students.

In yet another study, Coleman found that education and social class background was the most important factor in determining differences in students.¹³ Further, the effects of the home environment far outweighed the effects of the school program on achievement.

It is the belief of this investigator that there is no significant statistical relationship between academic performance and receipt of financial aid. But rather, academic performance of students is influenced more by a combination of environment factors (such as sex, ethnicity, family income status, academic preparation for college-level work, etc.) than by receipt of financial aid and the imposition of

standards of academic progress. Moreover, the interrelatedness of these environmental factors does not permit them to be viewed as separate and distinct entities, but rather must be viewed as a group or whole impacting on the academic performance and ultimate educational attainment of the student.

CHART 1
Relationship of Socio-economic Status (SES)
and Satisfactory Academic Progress (SAP)



The socio-economic background of the student determines whether the student is eligible to receive "need-based" financial aid. The lower the family income, the more likely the student will be eligible to receive assistance. The socio-economic status of the student in turn affects the student's grade point average which ultimately influences academic progress.

Brief History of Student Financial Aid

Any reduction in the cost of education may legitimately be called student financial aid. But to be precise, "student financial aid is considered to be only those expense-reducing means (money, goods or services) awarded directly to or for a student for whom costs are an effective barrier to further education. The assistance is used to defray educational and living expenses."¹⁴ A distinction should also be made between financial assistance and financial reward. When students who can afford to pay the customary charges have their expenses reduced, they are being "rewarded" rather than aided. Financial assistance, however, is the difference between the anticipated total expenses that a student would pay for a year in college and the amount the student and family may reasonably be expected to pay for that year. Since the expenses of education vary among institutions, financial need has an "absolute" and a "relative" value. It is absolute for those students who come from families with very low incomes; and it is relative for those students who together with their families can meet the total expenses at some, but not all colleges. Usually, financial aid programs are categorized in the form of grants, loans and jobs.

Financial assistance to students to attend institutions of higher education in America date back to the inception of higher education itself. The early programs of student financial aid were begun with monies given to colleges from private sources especially to aid needy and worthy students who otherwise would have been unable to attend or remain in college. The first recorded scholarship (1643) to aid students was given by Lady Ann Mowlson (maiden name Radcliffe).¹⁵

Over the years, student aid has been used to advance both selfless and selfish purposes. Aid has been provided to reward highly talented students, to expand student choice, to reward past contributions to society as in the case of assistance to veterans, to remedy past injuries, etc.¹⁶ However, the concept that student financial aid is to assist students who need such funds to obtain higher education has continued to be the central focus of the aid program.

Following World War II, there was a massive infusion of federal and state funds to colleges to establish student aid programs to realize specific objectives. The National Defense Act of 1958, which authorized the National Defense (renamed Direct) Student Loan Program (NDSL),¹⁷ represented the first major commitment of federal funds to a program designed to make low-interest loans available to large numbers of postsecondary students in need of financial assistance to continue their education. The NDSL program was conceived on the premise that no student of ability should be denied an opportunity for higher education because of financial need.

Rising college costs and a growing public consensus that the lack of financial means should not be a barrier to a student's pursuit of postsecondary education led towards even more federal involvement in providing financial assistance to college students. The enactment of the College Work-Study Program (CWSP) in 1964, the Educational Opportunity Grant (renamed Supplemental Educational Opportunity Grant--SEOG) and Guaranteed Student Loan Program (GSL) in 1965, and the Basic Grant (renamed Pell Grant) and State Student Incentive Grant (SSIG) in 1972 were all outgrowths of the national commitment to improve the quality of life through education.¹⁸

Although the states still provide the largest amount of financial support to higher education, the federal government has gradually increased its' role and contributions. It is estimated that the federal budget for student aid exceeds six billions dollars per year.¹⁹ This rapid growth in student aid expenditures coupled with limited fiscal resources at the federal and state levels, raised widespread public concern as to who should "pay" to assist needy students to attend college.

Additionally, the American public has become skeptical toward student aid (due to scattered accounts of fraud and abuse and negative reports concerning loan default), and have argued that the high and costly enterprise of student financial aid is overextended--that the value of its outcomes does not justify the amount of resources provided and that public subsidies should be curtailed. This is not to say that the public thinks the central focus of financial aid should not be to help the needy. Quite the contrary, the literature clearly reveals that there is a consensus that the federal government should assist its people to obtain higher education. However, with heightened national and state-wide interest in academic achievement, the primary concern is the use and/or misuse of federal funds.

In 1976 the federal government added a subsection to the Higher Education Act of 1965. This subsection stipulated that a student may receive financial assistance under Title IV only if satisfactory academic progress toward a degree was being made in his/her course of study.²⁰ This requirement was based on the assumption that post-secondary institutions had satisfactory progress standards in place and it reflected Congressional concern over the enforcement of these standards.

Following enactment of the Education Amendments of 1976, the requirement that institutions establish and apply reasonable standards for determining satisfactory progress as a criterion for demonstrating administrative capability was first codified in section 668.16 of the Student Assistance General Provisions Regulations, published in the Federal Register September 28, 1979.²¹ At that time, no specific parameter for establishing standards of satisfactory progress were proposed.

A study by the General Accounting Office in 1981 dealt specifically with a cross-section of postsecondary institutions. The study cited the lack of reasonable standards and inadequate enforcement as a serious abuse of federal aid programs. In addition to cases in which institutions failed to enforce their published standards, the study by the General Accounting Office cited the use by institutions of standards that did not adequately measure students' "progress" toward their educational objective.²²

On May 4, 1982, Student Assistance General Provisions NPRM (notice of proposed rule-making) were published in the Federal Register, which proposed parameters to be used by institutions in establishing their standard of satisfactory academic progress. The final Student Assistance General Provisions, published October 6, 1983, incorporated the provisions proposed in the NPRM of May 6, 1982. These regulations required institutions to adhere to the following guidelines in establishing its standards of satisfactory academic progress policy.

668.16 (2) (e) Establishes, publishes, and applies reasonable standards for measuring whether a student, who is otherwise eligible for aid under any Title IV program, is maintaining satisfactory progress in his or her course of study. The secretary considers an

institution's standards to be reasonable if the standards:

(1) Conform with the standards of satisfactory progress of the nationally recognized accrediting agency that accredits the institution, if the institution, is accredit by such an agency, and if the agency has such standards;

(2) For a student enrolled in an eligible program who is to receive assistance under a Title IV program are the same as or stricter than the institution's standards for a student enrolled in the same academic program who is not receiving assistance under a Title IV program; and

(3) includes the following elements:

(i) Grades, work projects completed, or comparable factors which are measureable against a norm;

(ii) A maximum timeframe in which the student must complete his or her educational objective, degree, or certificate. The timeframe shall be --

(A) determined by the institution,

(B) based on the student's enrollment status, and

(C) divided into increments not to exceed one academic year. At the end of each increment, the institution shall determine whether the student has successfully completed a minimum percentage of work toward his or her educational objective, degree or certificate for all increments completed. The minimum percentage of work shall be the percentage represented by the number of increments completed by the student compared to the maximum timeframe set by the institution;²³

The undergirding principle of this student financial aid legislation was to utilize federal student aid funds in the most efficient and effective manner possible; to eliminate abuses in the program and to concentrate aid on the neediest students.

Limitations

The results of this study should be generalized to similar situations involving subjects only to the extent that the subjects are representative of the sample used in this study. This study is limited to students enrolled at Southern Technical Institute, a suburban, coeducational, residential four-year engineering technology college. The Institute offers the Bachelor of Science degree and

the Associate of Science degree in nine disciplines and the Masters Degree in Technical Management. The current (1986) student body enrollment is approximately 3,600 of which nine percent (9%) are Black and sixteen (16%) are female. Students enrolled at Southern Tech rank third (3rd) among state colleges and universities, in the state of Georgia on the scholastic aptitude test (SAT).

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CHAPTER II

REVIEW OF RELATED LITERATURE

The relationship between receipt of financial aid and satisfactory academic progress has raised a number of questions regarding the use and/or misuse of federal financial assistance funds to higher education. In response to this concern, in 1976, the federal government regulated that a student may receive financial assistance under Title-IV only if satisfactory academic progress toward a degree was being made in his/her course of study. The standard implies a direct relationship between receipt of financial aid and academic grade point average. However, when the following variables are introduced--age, sex, race, family income, department of enrollment, marital status--differences in grade point averages are not explained by receipt of financial aid alone. Major studies reviewed in the preceding pages will ably substantiate that there is no significant relationship between receipt of financial aid and academic progress, but rather, a combination of factors influence grade point averages.

A study of the impact of the satisfactory academic progress policy as developed and implemented by Cleveland State, an urban University, revealed that the vast majority of students who received financial aid completed the courses for which the aid had been given.¹

Bennett studied 3,329 financial aid recipients over a four-year period (1976-80). Using a computer generated tape that compared

the financial aid files with the Registrar's files, he was able to determine those students who had dropped below the minimum-hour requirement one or more times during any quarter over the previous four-year period. Among the variables studied--age, sex, race, school of enrollment, cumulative grade point average, dependency status and family income, he found not only a high representation of black students affected by the policy, but a large number of students who were enrolled in the special studies division as well. Equally important, was the low cumulative grade point average (below 2.5) of these students. The results of the study indicated that those students who were denied financial aid were characterized by low grades and a corresponding involvement with academic probation. Further, Bennett suggested that the problems of the students extended well beyond the scope of an academic progress policy; that academic preparation to pursue college-level work was more the problem than any other single factor.

Similarly Nelms, at Indiana University compared the academic performance of 196 financial aid recipients before minimum enrollment and reasonable progress standards were implemented with their academic performance one year later.²

Utilizing the Statistical Package for the Social Sciences to analyze the data which included cross-tabulations, stepwise multiple regression analysis and t -test for correlated groups, Nelms found that with regard to undergraduates who had been receiving financial aid and whose progress toward degrees had been subnormal, that imposing of minimum enrollment and reasonable progress standards, as a condition for receiving future financial aid was followed by significant improvement in academic performance as measured by grade point average.

Additionally, academic performance as measured by grade point average was not significantly related to anyone of these factors alone: sex, age, family income, financial need, ethnic or/social background, school or division of enrollment, year in school, or marital status. However, similar to Bennett's findings, Nelms found that the standards were not as effective for Black students in general and Black males specifically as it was for White students and Black females.

Though no statistical information supports Evans review of the satisfactory academic progress policy at Kansas State University, it was found that students most affected by the policy were those students aged 25 and older and married students.³

In quite a difference vein, Urbach-Sjouold in a study of the effect of Pell Grant payment frequency on student maintenance of satisfactory academic progress found that frequency of payment had an impact on student maintenance of satisfactory academic progress.⁴

The sample for the study involved 1,298 Pell Grant recipients at Central College during fall semesters of 1978, 1979 and/or 1980. The demographic characteristic profile included sex, ethnicity, age, marital status, dependency status, family income, receipt of non-taxable income, receipt of other financial aid and prior college experience. Employing a comparative/descriptive method, in addition to the general finding cited above, Urbach-Sjouold found that students who received only one payments per semester completed their studies at a much lower rate than did students who received monthly payments or two payments per semester. Further, it was found that those most adversely affected by a reduction in payment, frequently, were from low income families and were minorities.

In a somewhat similar study of 198 financial aid recipients at a rural junior college in Missouri, Nichols examined the relationship and effects of financial aid packaging on college grade point averages.⁵

Using the multiple regression technique, ten variables were studied (types of financial aid, sex, socio-economic status, independent or dependent student status, college standing, etc.) to determine the best combination of aid that was capable of increasing a predicted grade point average. Nichols' study revealed that by changing amounts and student's profiles, one could increase the predicted grade point average; however, it was found that economic status and type of financial aid received were more of a determinant of the academic success of the student.

Ostberg, in a study of the Columbia College Class of 1974, sought to determine whether a variety of college financing combinations would determine college success, as measured by grade point average for students who were academically and socially similar at the point of entrance.⁶ Analyzing the data by means of cross-tabulation of the various categories of grade point averages to method of payment and controlling for the following variables: race, socio-economic status, ability and achievement, Ostberg was able to determine (by using the Chi Square as the test for significance), if college achievement was a function of the method of financing college costs among students of similar ability levels and social backgrounds.

The results of Ostberg's study indicated that there were no statistically significant relationship between financial aid received and the academic achievement of students with academically and socially similar roots. However, students with lower ability and achievement

levels (at the time of admission), and students from lower socio-economic backgrounds and members of ethnic minorities did less well academically, though these differences were not related to financial aid, but rather reflected other background variables.

On the other hand, McCreight and LeMay believe that the academic achievement is perhaps determined more by the type of financial aid a student receives rather than by the socio-economic background of the student.⁷ They conducted a longitudinal study (six years) to determine if the retention and graduation rates experienced by BEOG students at Oregon State University, from 1975-81, were significantly different than those of students who did not receive financial aid. The study also examined the effects of specific types and amounts of aid on the following variables: credits completed and grade point averages (GPAs) for each academic year, and graduation rates during the six-year period.

The sample consisted of 150 freshmen BEOG recipients (84 - females, 66 males) and a control group of 150 non-recipients of financial aid, pair-matched, to control for predicted GPA, sex, state of residency, age and year of high school graduation. They found that BEOG recipients achieved academically as well as their non-recipient peers and that the amount of financial aid awarded to the student did not appear to be an effective discriminating factor.

In an early study done at Oregon State University for 1969-70 and 1970-71 academic years, Fields and LeMay showed that receiving financial aid increased the chances of a student enrolling in college, regardless of the type of aid received.⁸

The sample for the study was drawn from new freshmen who had applied for financial aid; the students were divided into three groups:

Aid Recipients, Non-Recipients and Non-Applicants (those who did not apply for financial aid). In the first phase of the study, the students were compared to determine if they differed in terms of matriculation rates. Those who matriculated were then compared in terms of: withdrawal rates from the University, suspension rates for academic reasons, freshmen year GPA, number of credit hours completed and return rates for the sophomore year. In the second phase of the study, differences among the students who received financial aid--the Aid Recipient group--was studied. Fields and LeMay arrived at the results of their study by conducting multivariate discriminant analyses for the variables relating to the matriculation and attrition rates of the students; and the least-square analysis of covariance was used for the continuous variable relating to college achievement.

An analysis of the data revealed that in addition to financial aid increasing the chances of a student enrolling in college, the only variable among aid recipients which reliably predicted which students would matriculate was the predicted grade point average.

In a somewhat similar study, Jones, over a one-year period studied the academic performance between students who applied for and received financial aid and students who applied for and did not receive financial aid.⁹

The sample included 756 students at two public two-year community colleges in Southern California. An analysis of variance was used to measure academic performance for each student in the sample. The variables studied--GPA fall semester, GPA spring semester, cumulative GPA, number of units completed fall semester, number of units completed spring semester and cumulative units completed--revealed

that students who received financial aid were more likely to enroll in and complete more college credits than non-financial aid recipients and that the GPA for financial aid recipients indicated that students who received financial aid did as well as or better than students who did not receive financial aid.

Jensen, in a study of the entering freshmen class of 1970-71 at Washington State University, examined the effects of financial aid on persistence over a four-year period, while controlling for other determinants of persistence. Additionally, the effects of the amount of financial aid received per semester on education attainment was studied.¹⁰

The stratified sample for this study was selected from information obtained through two mail questionnaires and a telephone call follow-up. The sample was divided into three groups: (1) financial aid recipients, (2) non-recipients and (3) non-applicants. The relationship between each independent variable (socio-economic and academic background) and semesters attended was tested for linearity using analysis-of-variance and the covariance adjustment was used to control for the differences of the group on the independent variables.

Jensen found that receipt of student financial assistance slightly enhanced the persistence of students who received it in their freshmen year and that refusal of student aid in the freshman year, to a group who perceived a financial need but were not eligible by governmental or institutional standards, resulted in a slight decrease in semesters attended. Further, by using a path analytic model to specify the relationship between the amount of aid received and semesters attended, he found that the socio-economic origin and amount

of aid received had a small negative impact on persistence whereas the academic background variables had strong positive effects on persistence.

In a study of student retention related to financial aid packaging, Kreiger at Troy State found that the student's educational opportunity was limited only by their ability to meet reasonable academic standards.¹¹

Kreiger's sample consisted of 271 freshman financial aid recipients and a systematic random sample of 271 nonrecipients of financial aid. Stepwise multiple regression analysis was the basic statistical approach utilized to provide descriptive information, basic correlational data, regression analysis data and regression equations.

Though Kreiger's study showed that financial aid does permit a student to persist in college, the amount of awards was the most important financial aid factor in retention.

When working students were compared to non-working students at Harrisburg Area Community College, Kurtz, in research relating to veteran students, showed a consistent increase in grade point average for working veterans compared to a decrease in grade point average for non-working veterans.¹² Kurtz arrived at these conclusions by randomly sampling two groups of veterans attending the college on a full-time basis but not working under the VA Work-Study Program with all student veterans who worked under the VA Work Study Program. Data was also collected concerning hours worked, age, a motivation factor and a need factor for VA Work-Study students and one of the

random sampling groups. Using a correlation matrix to establish correlations and variances for both groups and categories, Kurtz found that in addition to the high correlation between the pre-GPA and post-GPA of both groups, there existed a high correlation between the need factor and pre-GPA, and the need factor and post-GPA for VA work-study students.

Bergen, Upham and Bergen, in a study to determine the effects scholarships had on academic achievement and persistence toward graduation, found that scholarship recipients received higher grade point averages and more scholarship recipients completed four years of study than non-scholarship recipients.¹³

Entering freshmen who were recipients of the Kansas State Scholarship were pair-matched with a control group of non-scholarship students according to sex, college enrollment, class, ACT composite score, and high school grade point average. At the end of each academic year, cumulative grade point average and number of hours completed were recorded for each student. Differences in GPA were compared for significance with the t-test for matched pairs and differences in persistence toward graduation between the two groups were tested by the Chi-square test.

Summary

Even though financial aid is still considered a relatively new field, and consequently, research literature in this field is limited, the general conclusions emerging from this research indicates that no single factor such as student financial aid, in and of itself, can be used to explain academic performance, but rather a combination of factors influence grade point average.

Additionally, most of the research in student financial aid has been concerned with the relationship between student employment and academic achievement. Literature that addresses the receipt of financial aid and the impact of the satisfactory academic progress policy is practically non-existent. Given the inconclusive nature of these findings, the purpose of this study was to evaluate the academic performance of financial aid recipients at Southern Technical Institute after satisfactory academic progress standards were imposed as a condition for further financial aid eligibility.

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¹⁰Eric L. Jensen, "Student Financial Aid and Persistence in College." Journal of Higher Education vol. 52, no. 3 (1981): 280-293.

¹¹Thomas Bert Kreiger, "A Longitudinal Study of the Relationship Between Federal Financial Aid Packaging and Retention for the Members of the Freshman Class of 1974-75 at Troy State University." (Dissertation, Florida State University, 1980).

¹²Dave Kurtz, "The VA Work-Study Program: Giving and Receiving." The National ACAC Journal vol. 22 (January 1978): 18.

¹³Gerald R. Bergen, James A. Upham and Betsy M. Bergen, "Do Scholarships Affect Academic Achievement?" Journal of College Student Personnel vol. 2, no. 5 (September 1970): 384.

CHAPTER III

RESEARCH METHODOLOGY AND THE TREATMENT OF THE DATA

The purpose of this investigation was to determine the relationship between receipt of financial aid and academic performance, with primary emphasis placed on the academic performance of financial aid recipients at Southern Technical Institute from September, 1983 to June, 1985 after the "satisfactory academic progress policy" was imposed as a condition to receive further financial aid.

The ex post factor method was used to accomplish the investigation. According to Kerlinger:

An ex post factor study is systematic empirical inquiry in which the scientist does not have direct control of independent variables because their manifestations have already occurred or because they are inherently not manipulable. Inferences about relations among variables are made, with direct intervention, from concomitant variation of independent and dependent variables.¹

The specifics of the methodology used in conducting this study include: a) the research population, b) instrument used in the study, c) collection of data, d) methods of data analysis and, e) hypothesis.

Research Population

The population for this study consisted of 114 students who were enrolled at Southern Technical Institute and who received financial aid during the 1983-84 and/or 1984-85 academic years. Approximately twenty-five percent (25%) of the students at Southern Technical Institute received some type financial aid and approximately seventeen percent (17%) received need-based financial aid.

Two groups were used in this study: One group which will be referred to throughout this text as, Group I, represented all of the students, or 57 students, who had received financial aid, during the period covered by this study, and who were suspended from receipt of further financial aid until satisfactory academic progress had been achieved. The second group, which will be referred to throughout this text as, Group II, was an equal number of financial aid recipients, or 57 students, who had maintained satisfactory academic progress in accordance with the Institute's guidelines for receipt of financial aid and consequently were not suspended from the financial aid program.

During the 1983-84 academic year, 437 students received some type of need based financial aid. Of this number, twenty-two (22) students were suspended from further receipt of financial aid at the end of the academic year (June 30, 1984). At the end of the 1984-85 academic year (June 30, 1985), thirty-five (35) students from a total financial aid recipient population of 486 students were suspended from receipt of further financial aid. These 57 suspended students constitute Group I of this study.

Approximately, a total of 500 (unduplicated number) students received need-based financial aid during the 1983-84 and 1984-85 academic years. From this unduplicated number (500) of all financial aid recipients, 57 students who had maintained satisfactory academic progress during the period covered in this study, were systematically selected to comprise the sample for Group II of this study. The total number of unduplicated financial aid recipients divided by the number of students desired in the sample ($K = N/n$) formed the basis for the sample selection procedure. From an alphabetical listing of all finan-

cial aid recipients, every eighth student was selected to represent the population and thus Group II.

Instrument

In order to obtain some of the primary data needed to successfully conduct this study, the writer developed a "Financial Aid Recipient Data Questionnaire". This instrument was used by the writer to address the research question of this study. A copy of this instrument is located in Appendix D.

Data Collection

A normal financial aid office procedure provided the basis for identifying the students in this study. In accordance with the Institute's policy of satisfactory academic progress, a student's academic progress is monitored and reviewed at least annually. Students who have not met the Institute's criteria (see page 3) of satisfactory academic progress are ineligible to continue to receive financial aid.

Method of Data Analysis

The primary methods and techniques of data analysis used in this study were accomplished through use of the statistical package for the social sciences (SPSS). This included cross-tabulation (to study the relationship existing between the variables), T-test (to test the hypotheses of no difference between the mean G.P.A. of students with financial aid and students without financial aid) and the Chi-Square Test of significance (to find the significance of difference).

The data for this research was obtained from the students official records (academic, tax paper, and financial aid form) in the Registrar's Office and the Financial Aid Office at Southern Technical Institute.

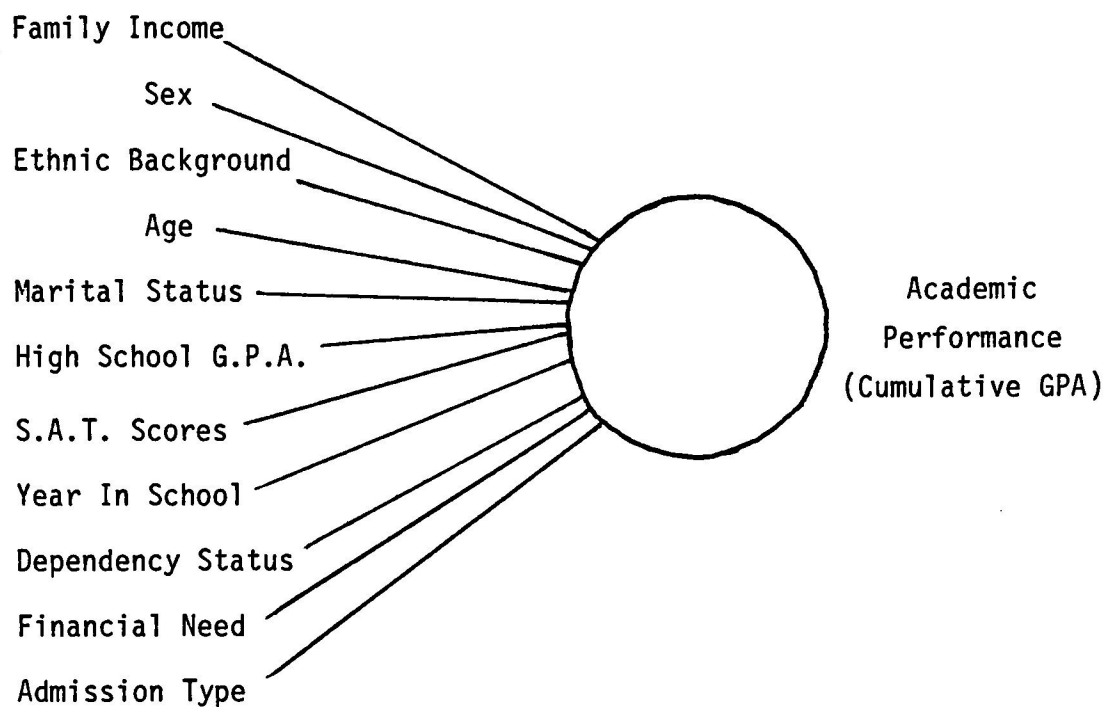
Hypothesis

There is no significant statistical relationship between academic performance (as measured by college G.P.A.) and receipt of financial aid. But rather, there are a combination of factors that may influence academic performance. Specifically, this study will show that:

There is no significant academic improvement of the students affected by the satisfactory academic progress policy (those students who were suspended from receipt of further financial aid), as measured by GPA. Hypothesis will be tested at the .01 level of significance.

CHART 2

Relationship Among The Variables



The dependent variable, academic performance of financial aid recipients after the Aid Office imposed enrollment and academic performance requirements as a condition for continued aid eligibility, was hypothesized to be influenced by socio-economic status, sex, ethnic background, age, marital status, high school G.P.A., S.A.T. scores, year in school, dependency status, financial need and admission type.

References

¹Fred N. Kerlinger, Foundation of Behavioral Research, 2nd. ed. (New York: Holt, Rinehart and Winsten, 1973), p. 379.

CHAPTER IV

ANALYSIS OF DATA

This study was an investigation of the relationship between receipt of financial aid and academic performance. Specifically, this study evaluated the academic performance of financial aid recipients at Southern Technical Institute from September 1983 to June 1985, after the "Satisfactory Academic Progress Policy" was imposed as a condition to receiving further financial aid.

The dependent variable, academic performance of financial aid recipients after the aid office imposed enrollment and academic performance requirements as a condition for continued eligibility, was hypothesized to be influenced by sex, family income, age, admission type, marital status, racial background, year in school, high school G.P.A., dependency status, S.A.T. scores, and financial need.

This investigation sought specifically to show that:

There is no significant academic improvement of the students affected by the satisfactory academic progress policy (those students who were suspended from receipt of further financial aid), as measured by G.P.A.

In this chapter the writer presents the statistical analysis of the data collected for this study for the purpose of answering the above research question.

Composition of Financial Aid Recipients

In order to gather data that this investigation was designed to study, the writer collected data of the students in the study in the following categories:

- (a) marital status
- (b) cumulative grade point average
- (c) race distribution
- (d) sex distribution
- (e) admission type
- (f) age distribution
- (g) distribution by year in school
- (h) high school G.P.A.
- (i) dependency status
- (j) family income distribution
- (k) financial need distribution
- (l) math and verbal S.A.T. scores

Statistical cross-tabulations were used in each of the categories to show the relationship between Groups I and II of this study. The summarized data reveals that the two groups do not differ dramatically from each other on the variables of marital status, sex, age, admission type, dependency status, family income, financial need, high school GPA, year in school and Math SAT scores (See Tables 1, 2, 4, 5, 6, 7, 8, 9, and 10).

However, when the variables of verbal SAT score and race were introduced, there appeared to be a difference between the two groups. The T-test was performance on the verbal SAT variable and showed this difference to be significant at the 95 percent confidence level (See

Tables 12 and 13). Observation of cross-tabulations of race indicated that there was a significant difference in the racial background of the two groups. Chi-square, with and without the Yates correction, strongly supported this hypothesis (See Table 3).

A close analysis of the Verbal SAT score revealed that the mean verbal SAT score of the students in Group II, (students not suspended from receipt of financial aid), was significantly higher than the mean verbal SAT score of the students in Group I (Students who were suspended from receipt of financial aid). On the variable of race, Black students accounted for more than half (56.1%) of the students who were suspended from receipt of financial aid whereas, approximately three-fourth (73.7%) of the white students maintained satisfactory academic progress.

To determine whether there existed a statistically significant difference in the cumulative grade point average of students before they were suspended from receipt of financial aid and after they were suspended from receipt of financial aid, the T-test was employed (see Table 11).

An analysis of the data revealed that of the fifty-seven (57) students who were suspended from receipt of further financial aid, forty-one (41) of the students continued in school while sixteen (16) did not return. The results of the T-test showed that, at the 95 percent confidence level, of the forty-one (41) students who continued their studies, there was no statistically significant difference in the mean GPA of the students before they were suspended from the financial aid program and the mean GPA of the students after they were suspended from the financial programs.

Table 1
Distribution Of Students by Marital Status

	Marital Status	
	Single	Married
Group I (N = 57)	49	8
Percent of Group	86.0	14
Group II (N = 57)	47	10
Percent of Group	<u>82.5</u>	<u>17.5</u>
Total Number (N = 114)	96	18
Total Percent of Group	84.2	15.8

Table 2
Sex Distribution Of Students

	Sex Group	
	Female	Male
Group I (N = 57)	10	47
Percent of Group	17.5	82.5
Group II (N = 57)	11	46
Percent of Group	<u>19.3</u>	<u>80.7</u>
Total Number (N = 114)	21	93
Total Percent of Group	18.4	81.6

Table 3
Racial Background

			Race	
			White	Black
Group I (N=57)			25	32
Percent of Group			43.9	56.1
Group II (N=57)			42	15
Percent of Group			73.7	26.3
Total Number (N=114)			<u>67</u>	<u>47</u>
Total Percent of Group			58.8	41.2
<u>Chi-Square</u>	<u>D.F.</u>	<u>Significance</u>	<u>Min E.F.</u>	<u>Cells with E.F. 5</u>
9.26770	1	.0023	23.500	None
10.46237	1	.0012	(Before Yates Correction)	
Number of Missing Observations = 0				

Table 4
Distribution of Students by Admission Type

	Admission Type		
	Developmental	Transfer	Regular
Group I (N = 57)	15	32	10
Percent of Group	26.3	56.1	17.5
Group II (N = 57)	16	30	11
Percent of Group	28.1	52.6	19.3
Total Number (N = 114)	31	62	21
Total Percent of Group	27.2	54.4	18.4

Table 5
Age Distribution of Students

	Age - Group			
	18-21	22-25	26-29	Over 30
Group I (N = 57)	7	30	11	9
Percent of Group	12.3	52.6	19.3	15.8
Group II (N = 57)	21	24	10	1
Percent of Group	37.5	42.9	17.9	1.8
Total Number (N = 114)	28	54	21	10
Total	24.8	47.8	18.6	8.8

Table 6
Dependency Status of Students
Dependency

	Dependent	Independent
Group I (N = 57)	31	26
Percent of Group	54.4	45.6
Group II (N = 57)	36	21
Percent of Group	63.2	36.8
Total Number N = 114)	67	47
Total Percent of Group	58.8	41.2

Table 7
Distribution of Students by Family Income

	Family Income Range				
	BELOW 5K	5K TO 10K	10K TO 15K	15K TO 25K	ABOVE 25K
Group I (N = 57)	22	12	9	7	7
Percent of Group	38.6	21.1	15.8	12.3	12.3
Group II (N = 57)	17	6	6	19	9
Percent of Group	29.8	10.5	10.5	33.3	15.8
Total Number (N = 114)	39	18	15	26	16
Total Percent of Group	34.2	15.8	13.2	22.8	14.0

Table 8
Financial Need Range of Students

	Financial Need				
	BELOW 1K	1K TO 2K	2K TO 3K	3K TO 4K	ABOVE 4K
Group I (N = 57)	6	11	15	15	10
Percent of Group	10.5	19.3	26.3	26.3	17.5
Group II (N = 57)	6	6	10	16	19
Percent of Group	10.5	10.5	17.5	28.1	33.3
Total Number (N = 114)	12	17	25	31	29
Total Percent of Group	10.5	14.9	21.9	27.2	25.4

Table 9
High School GPA of Students
High School GPA

	1.01 - 2.00	2.01 - 3.00	3.01 - 4.00
Group I (N = 24)	1	13	10
Percent of Group	4.2	54.2	41.7
Group II (N = 26)	3	13	10
Percent of Group	11.5	50.0	38.5
Total Number (N = 50)	4	26	20
Total Percent of Group	8.0	52.0	40.0

Table 10
Distribution of Students by Year in School
Year In School

	Group I (N = 57)	Group II (N = 57)
1	13	6
2	16	14
3	16	18
4	12	19
Total Number (N = 114)	57	57
Total	50.0	50.0

Table 11
 Paired Sample T-test - Group I
 GPA After Suspension (CUGPAA)
 GPA Before Suspension (CUGPAB)
 (N = 41)

<u>Variable</u>	<u>Number of Cases</u>	<u>Mean</u>	<u>Standard Deviation</u>	<u>Standard Error</u>			
CUGPAA	41	1.7561	.632	.099			
CUGPAB	41	1.6841	.660	.103			
<u>Difference Mean</u>	<u>Standard Deviation</u>	<u>Standard Error</u>	<u>Corr.</u>	<u>2-Tail Prob.</u>	<u>t Value</u>	<u>Degrees of Freed</u>	<u>2-Tail Prob.</u>
.0720	.207	.032	.950	.000	2.23	40	.032

Table 12
T-Test for Math SAT

	Number of Cases	Mean	Standard Deviation	Standard Error
Group 1	30	448.0000	101.281	18.491
Group 2	29	484.8276	72.487	13.461

<u>Pooled Variance Estimate</u>				<u>Separate Variance Estimate</u>			
F Value	2-Tail Prob.	t Value	Degrees of Freedom	2-Tail Prob.	t Value	Degrees of Freedom	2-Tail Prob.
1.95	.080	1.60	57	.115	1.61	52.58	.113

Table 13
T-Test for Verbal SAT

	Number of Cases	Mean	Standard Deviation	Standard Error
Group I	30	360.6667	82.124	14.994
Group II	29	420.0000	96.437	17.908

<u>Pooled Variance Estimate</u>				<u>Separate Variance Estimate</u>			
F Value	2-Tail Prob.	t Value	Degrees of Freedom	2-Tail Prob.	t Value	Degrees of Freedom	2-Tail Prob.
1.38	.395	2.55	57	.014	2.54	54.95	.014

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

Summary

This study was an investigation of the relationship between receipt of financial aid and academic performance. Specifically, this study evaluated the academic performance of financial aid recipients at Southern Technical Institute from September 1983 to June 1985, after the "satisfactory academic progress" policy was imposed as a condition to receiving further financial aid.

Academic performance of financial aid recipients after the Aid Office imposed "satisfactory academic progress standards" was seen as the dependent variable. This variable was hypothesized to be influenced by sex, family income, age, admission type, marital status, racial background, year in school, high school G.P.A., S.A.T. scores, dependency status and financial need.

The population for this study consisted of 114 students who were enrolled at Southern Technical Institute and who received financial aid during the 1983-84 and/or 1984-85 academic years. Two groups were used in this study: one group, which was referred to in the text as Group I, represented all of the students, or 57 students who had received financial aid and who were suspended from receipt of further financial aid until satisfactory academic progress had been achieved. The second group, referred to as Group II in the text, was an equal

number of financial aid recipients or 57 students, systematically selected, who had maintained satisfactory academic progress in accordance with the Institute's guidelines for receipt of financial aid and consequently were not suspended from the financial aid program.

Cross-tabulations, T-test and the Chi-Square Test of significance were the primary statistical methods utilized to analyze the data in this study.

Findings

The analysis of the data revealed the following findings:

1. Academic performance of financial aid recipients as measured by grade point average is not significantly related to the variables of marital status, sex, age, admission type, dependency status, family income, financial need, high school GPA, year in school and Math SAT scores.
2. There was a significant difference between the two groups on the variables of verbal SAT score and race. Students who were not suspended from receipt of financial aid tended to have a mean verbal SAT score that was higher than the mean verbal SAT score of students who were suspended from the financial aid program. On the variable of race, a larger percentage of Black students were suspended from receipt of financial aid whereas, an even larger percentage of white students maintained satisfactory academic progress.
3. It was found that the academic performance, as measured by grade point average, of students affected by the "satisfactory academic progress" policy did not significantly improve following suspension from the financial aid program.
4. The mean cumulative grade point average of students suspended from the financial aid program was significantly lower than the mean

cumulative grade point average of students who were not suspended from the financial program.

Conclusions

Based on the findings of this study, derived from data analysis of information collected, the writer has drawn the conclusions listed below:

1. Given the finding of the racial background in the two groups, it was concluded that a higher representation of Black students were affected by Southern Tech's "satisfactory academic progress" policy.
2. The finding with regard to cumulative grade point average led to the conclusion that students affected by the "satisfactory academic progress" policy were characterized by a lower cumulative grade point average (below 2.0) and a lower mean verbal SAT score than those students not affected by the policy.
3. Students who were affected by the "satisfactory academic progress" policy did not significantly improve their academic performance as measured by grade point average.
4. It was concluded that the receipt of financial aid does not significantly influence academic performance as measured by grade point average.

Implications

The results of the study imply that the students who received financial aid used the assistance for the purpose for which it was designed.

The students who were denied financial aid were characterized by low grades and a low mean verbal SAT score. Consequently, it appears that the problems of the students who were suspended from receipt

of further financial aid extended well beyond the scope of the Institution's satisfactory academic progress policy; that academic preparation to pursue college-level work was more the problem than any other single factor.

Financial aid is purported to be a means to eliminate inequality of educational opportunities. However, it is apparent that academically disadvantaged students are not served equitably by the "satisfactory academic progress" policy. The results of this study suggest that those students most likely to be eliminated from receipt of financial aid in a subsequent year will be students who are Black and have a low verbal SAT score.

Recommendations

The following recommendations are of two kinds--some that pertain to the research question of this study and some that pertain to future research. The writer recommends the following:

1. A study should be conducted on the type of academic preparation that students receive who are affected by the "satisfactory academic progress" policy compared to the academic preparation that students receive who are not affected by the "satisfactory academic progress" policy.
2. Southern Tech should study the relationship between the verbal SAT score of students who are dismissed from the Institution and the verbal SAT score of students who are not dismissed. It may indicate a possible reconsideration of this variable in the admissions process.
3. Since this study was done over a rather short period of time (2 years), the Institute should review its "satisfactory academic progress" policy over a longer period (perhaps 5 to 10 years), to

determine if one group (race) of students are more adversely affected by the policy than another group of students.

4. Regional and national longitudinal studies should be conducted to determine the impact of the "satisfactory academic progress" policy on financial aid recipients and specifically students who are from academically disadvantaged backgrounds.

A P P E N D I C E S

APPENDIX A

SATISFACTORY ACADEMIC PROGRESS POLICY

SPECIAL NOTICE TO ALL FINANCIAL AID AWARD RECIPIENTS

The following information has been prepared to help clarify important aspects of the financial aid program administered by Southern Technical Institute.

Eligibility for Financial Aid

It is the policy of Southern Technical Institute to provide financial aid awards to students who are in good academic standing and who are making satisfactory academic progress toward their degree while receiving financial aid. Satisfactory progress required to remain eligible for aid is defined according to the table below. Students not meeting this criteria are ineligible to continue receiving financial aid until such time as they again earn sufficient credit to meet the criteria. Normally, all students must enroll as full-time students (12 or more credit hours) in order to be eligible for their awards and make normal progress toward their degree. A personal conference with the Director of Financial Aid is required before an adjustment can be made for a student wishing to receive financial aid while enrolling for less than full time.

<u>Terms On Aid</u>	<u>Credits Needed To Remain Eligible And To Continue On Aid</u>	<u>Normal Progress</u>	<u>Percentage Completion</u>
1	9	14	64%
2	18	28	64%
3	27	42	64%
4	37	56	66%
5	47	70	67%
6	57	84	68%
7	69	98	70%
8	81	112	72%
9	93	126	74%
10	107	140	76%
11	121	154	79%
12	135	168	80%
13	149	182	82%
14	163	196	83%
15	177	210	84%

Students who are denied aid as a result of not meeting these standards for satisfactory academic progress may appeal the decision by taking the following steps:

1. File a written petition to the Financial Aid Appeal Committee (F.A.A.C.) for a waiver of the satisfactory progress requirements stating reasons for failure to meet the requirements, how satisfactory progress will be achieved, and the period of extension necessary.

2. If the appeal is denied by the F.A.A.C., the student may file an appeal to the Dean of Students. If further denied, the student may appeal to the President.

3. If the student wishes to appeal the President's decision, he/she may do so by appealing to the Board of Regents. The Board of Regents has final jurisdiction on academic progress appeals.

APPENDIX B
REVIEW SHEET
FINANCIAL AID APPROVAL OR SUSPENSION

NAME _____ DATE _____

S.S.# _____

HOURS ATTEMPTED _____ HOURS PASSED _____ CUM. GPA _____

STATUS: (ACADEMIC YEAR)	<u>SUMMER</u>	<u>FALL</u>	<u>WINTER</u>	<u>SPRING</u>	<u>TOTAL</u>
FULL TIME (12)	_____	_____	_____	_____	_____
3/4 TIME (9)	_____	_____	_____	_____	_____
HALF-TIME (6)	_____	_____	_____	_____	_____

TOTAL MINIMUM HOURS NEEDED FOR ACADEMIC YEAR _____

TOTAL HOURS PASSED _____

HOURS SHORT OF MEETING MINIMUM REQUIREMENTS
FOR REVIEW PERIODS _____

MAKING SATISFACTORY ACADEMIC PROGRESS _____

SUSPENSION: UNSATISFACTORY ACADEMIC PROGRESS _____

REMARKS/RECOMMENDATIONS:

SOUTHERN TECHNICAL INSTITUTE



1112 CLAY STREET MARIETTA, GEORGIA 30060

July 5, 1983

Dear Financial Aid Recipient:

A review of your academic record for the previous three quarters indicates that you are not making satisfactory progress toward your degree. Your failure to earn sufficient credits has resulted in the suspension of additional financial aid.

The Department of Education, which regulates many of our programs of financial assistance, requires each college or university to establish a standard of satisfactory academic progress to be used in determining a student's eligibility for receiving federal funds. We are enclosing a copy of Southern Tech's standard for your information.

You will note that aid recipients must complete a minimum number of credit hours during the academic year to qualify for financial aid consideration for the following year. Of course, students who are approved to receive financial aid while enrolled less than full time and students who are participating in the co-operative education program have been evaluated based on the actual hours attempted.

Students who are short of the required hours at the end of spring quarter may plan to make up the deficiency by enrolling for the necessary hours during the next quarter without financial aid. Retroactive payment will not be made for the period of time required to make up the deficiency and re-establish eligibility.

If you have any questions concerning your status as a financial aid recipient or have questions regarding how you should plan your course load for future quarters, you should come by the Financial Aid Office immediately.

Sincerely,

Emerelle McNair-Glover
Director of Financial Aid

EMG/ybk

Enclosure

APPENDIX D

FINANCIAL AID RECIPIENTS
DATA QUESTIONNAIRE

Marital Status -

Sex -

Ethnic and/or Racial Background -

Admission Type -

Year in School -

Age -

Family Income -

Financial Need -

Cumulative G.P.A. -

S.A.T. Scores -

High School G.P.A. -

Dependency Status -

EMERELLE MCNAIR

POST OFFICE BOX 42227 / ATLANTA, GEORGIA 30311 / 404 753-6085

April 10, 1986

Dr. Stephen R. Chesier
President
Southern Technical Institute
Marietta, Georgia 30060

Dear President Chesier:

I am requesting your permission to do my dissertation, for Atlanta University, in the area of academic performance of students receiving financial aid following implementation of satisfactory academic progress standards from 1983 to 1985, at Southern Tech.

Because the satisfactory academic progress policy impacts many areas of the Institution, the research should prove beneficial to everyone. You have my assurance that confidentiality will be maintained during this study.

My sincere appreciation for your assistance and support in this project.

Respectfully,

Emerelle McNair

EM/ybk

cc: Dr. Harris T. Travis
Vice President of Academic Affairs

SOUTHERN TECHNICAL INSTITUTE



1112 CLAY STREET MARIETTA, GEORGIA 30060

May 1986

Ms. Emerelle McNair
Director of Financial Aid
Southern Technical Institute
Marietta, Georgia 30060

Dear Ms. McNair:

You have my permission to do your dissertation at Atlanta University in the area of Academic Performance of Students Receiving Financial Aid Following Implementation of Satisfactory Academic Progress Standards From 1983 - 1985 at Southern Tech.

I would be especially interested in the results of this study since the Satisfactory Academic Progress Policy impacts many areas of the Institution. I am confident that you will maintain confidentiality throughout this study.

Please be assured of my support in this study, and feel free to contact my office if I may assist you in any way.

Sincerely,

A handwritten signature in cursive script, reading 'SR Cheshier'.

Stephen R. Cheshier
President

SRC/dlh

cc Dr. Harris T. Travis

JUN 20 1986

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